

# On the Basic Connotation, Generative Logic, and Development Strategies of Professional Leadership of Teacher Educators in the New Era

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**Abstract:** This paper explores the professional leadership of teacher educators in the new era. The paper thinks that professional leadership refers to the ability of teacher educators to promote the overall development of the school by leading the development of teacher ethics, improving the quality of classroom teaching and stimulating the learning motivation of students with their own professional quality and ability as the core. In terms of generative logic, the paper points out that the professional leadership is generated through the combination of teacher educator's personal efforts and the support of the external environment, and continuous learning and practice will improve the professional quality and develop the relevant skills. In terms of development strategy, the paper proposes to establish a sound professional development mechanism, attach importance to the education training and professional title evaluation of teacher educators, strengthen the professional exchange and cooperation of teachers, and cultivate the spirit of educational innovation. Through the research of this paper, it can provide theoretical basis and practical guidance for promoting the development of teacher educators' professional leadership.

**Keywords:** New Era; Teacher Educators; Professional Leadership

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## Introduction

The development of education aims to enhance individual ability and promote social progress, and teachers are the most important force in education. However, in the new era, the requirements and expectations of the society for teachers are constantly increasing, and the professional ability and leadership of teachers need to be improved and developed. The professional leadership of teacher educators refers to the comprehensive quality of teachers in professional knowledge, skills, values and educational concepts, as well as the educational leadership demonstrated by the promotion and reform of the educational cause. The connotation of teacher educator professional leadership is rich and diverse, and its generative logic is the result of the interaction of multiple factors such as social needs, educational reform and individual efforts. The development strategy should not only focus on the ability improvement and development of individual teachers, but also strengthen the training and support of schools and education departments. Only by continuously improving the professional leadership of teacher educators can we better adapt to the needs of education in the new era and promote the development of education.

## The text:

Professional leadership of teacher educators in the new era refers to a special ability and quality that educators possess under the

background of modern education, which can make them actively play the role of leaders in schools to provide guidance and support for teachers and students and promote the development of education and teaching. The generative logic of professional leadership lies in the fact that educators need not only rich subject knowledge and teaching skills, but also leadership to effectively organize and manage educational affairs. In order to cultivate and improve the professional leadership of teacher educators, a variety of development strategies can be adopted, including training, mentor system, learning exchange platform, etc., to improve the overall quality and level of the education field.

## **1. The basic connotation and generative logic of teacher educators' professional leadership in the new era**

Professional leadership of teacher educators in the new era refers to a kind of ability and quality that teachers possess in modern education, including the leading and innovation of educational thought, the practice and inheritance of professional ethics, the improvement and innovation of subject knowledge and teaching ability, etc. Its generative logic mainly includes the cultivation of personal quality, the learning and promotion of professional knowledge and the accumulation and precipitation of practical experience.

### **1.1 Noble educational feelings and professional values**

Firstly, the connotation of professional leadership of teacher educators in the new era is based on noble educational feelings and professional values. As the subject of education, teachers should have certain educational feelings and firm educational concepts, always practice the educational goal of "Nurture Morality and Foster Talent", and guide and cultivate students' good moral quality and social responsibility. Teachers must have refined professional skills, a wide range of knowledge, excellent educational and teaching abilities, and must be honest and upright, consistent in words and actions, civilized in language, generous in appearance, amiable in attitude, and elegant and free spirited in teaching.<sup>[1]</sup> At the same time, teachers also need to set an example, practice professional ethics, become a model for students, and provide correct guidance and education to students.

### **1.2 Teachers should continue to learn and improve their professional knowledge and teaching ability**

Secondly, the generative logic of teacher educators' professional leadership in the new era requires teachers to continuously learn and improve their professional knowledge and teaching ability. Enhance academic consciousness, exercise research ability.<sup>[2]</sup> Only by continuous learning can teachers better grasp the cutting-edge knowledge and new teaching methods in educational practice, and apply them to teaching to improve students' learning ability and quality. At the same time, teachers also need to have the ability of critical thinking and innovation, and be able to actively explore new ways and methods of education and teaching to provide students with a diversified learning experience.

### **1.3 Teachers should continue to accumulate and precipitate rich practical experience**

Finally, the generative logic of teacher educators' professional leadership in the new era requires teachers to have rich practical experience and accumulate and precipitate continuously through practice. Through practice, teachers can combine theoretical knowledge with practical operation to improve their teaching mode and enhance teaching effect. At the same time, in practice, teachers will also face a variety of practical problems in education. During the process of solving problems, they can continuously accumulate experience and improve their education and teaching level.

For examples of teacher educators' professional leadership, a primary school teacher actively learned new teaching skills and methods through independent learning and teacher training, and made many improvements through practice. In teaching, she pays attention to enlightening students' thinking, guiding students' independent learning and cooperative learning, and cultivating students' innovative ability and problem-solving ability. At the same time, she also attaches importance to the cultivation of students' learning interests and emotions, pays attention to the cultivation of students' emotional education in the teaching process, and pays attention to students' mental health and all-round development. Through the implementation of these teaching strategies, she has achieved remarkable teaching results, students' learning interest and motivation have been significantly improved, and students' comprehensive quality has also been comprehensively developed.

Through the discussion of the above three aspects, it can be seen that the connotation of professional leadership of teacher educators in the new era includes the guidance and innovation of educational thought, the practice and inheritance of professional ethics, the improvement and innovation of subject knowledge and teaching ability. Its generative logic mainly includes the cultivation of personal quality, the learning and promotion of professional knowledge and the accumulation and precipitation of practical experience. Only through continuous learning, practice, and accumulation can teachers continuously improve their education and teaching level and professional leadership, and provide better education and teaching services for students.

## 2. Development strategies of teacher educators' professional leadership in the new era

Professional leadership of teacher educators refers to the ability of teachers to effectively motivate, guide and influence students' learning and development in the teaching process. In the context of the new era, educators need to have a more comprehensive and integrated ability to adapt to the needs of change and innovation. Therefore, developing the professional leadership of teacher educators is an important way to improve the quality of classroom teaching and the development of students. The following discusses the development strategies of teacher and educator professional leadership in the new era from three aspects: professional quality, teaching guidance and team cooperation, and illustrates them in combination with specific cases.

### 2.1 Improve professional quality

Firstly, improving professional quality is the basis of developing teacher educators' professional leadership. Educators should have rich subject knowledge and teaching experience, as well as deepening professional cognition. For example, a mathematics teacher constantly accumulates excellent teaching cases and methods through independent learning and participation in subject teaching and research activities in the teaching process, and applies them to teaching practice. Through such professional quality improvement, educators can better guide students' learning and play their professional leadership.

### 2.2 Strengthen teaching guidance

Secondly, strengthening teaching guidance is an important way to develop teacher educators' professional leadership. Teacher educators should have the ability of instructional design and evaluation, and be able to design diversified and effective teaching activities according to the needs and characteristics of students. For example, an English teacher designed a series of contextual teaching tasks to guide students in practical communication and application after understanding their English learning level and needs. Through such teaching guidance, educators can better stimulate students' learning interest and enthusiasm, and give play to professional leadership.

### 2.3 Value teamwork

Finally, attaching importance to teamwork is a necessary condition for the development of professional leadership of teacher educators. Educators should take the initiative to join the school and professional teaching and research teams, and be able to play an active role in the team. For example, a music teacher actively participates in school music teaching and research activities to share teaching experience with colleagues and jointly research teaching problems. Through such teamwork, educators can continue to learn and grow, and form a joint force with other teachers to improve the overall level of teaching in the school. Only on the basis of continuously improving their professional quality, strengthening teaching guidance and attaching importance to teamwork, can educators give full play to their professional leadership in the new era and make greater contributions to students' learning and development.

## 3. Conclusion

To sum up, the basic connotation of professional leadership of teacher educators in the new era refers to the ability of teachers to possess professional quality and leadership in educational work. The formation logic of professional leadership is based on the comprehensive embodiment of teachers' professional knowledge, educational experience and leadership ability. In career development and work practice, teachers have accumulated rich professional knowledge and educational experience through continuous learning and reflection. At the same time, they have gradually cultivated and improved their own leadership through interaction with students, parents and colleagues. To further enhance professional leadership, teachers need to develop strategies tailored to their individual circumstances. This includes cultivating their own learning and research ability to enhance professional quality, improving interpersonal communication and collaboration skills to strengthen cooperation with others, strengthening self-management and self-development to improve their ability to adapt and undertaking the mission of social responsibility to pursue truth, goodness and beauty.<sup>[3]</sup>

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